

REVISED PRE-UNIVERSITY CIVICS SYLLABUS



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INTRODUCTION

The revised Pre-University Civics Syllabus is based on the central theme, *Making a Difference*. The focus is on engaging JC/CI students to play an active role in helping to improve the quality of civic life in the community and to take the lead in service to others. The central theme of the Civics Syllabus highlights:

- the importance of active citizenship through service to others;
- the need for everyone to take an interest in the needs of the community;
- the belief that everyone can play a role in effecting positive changes in society in their own way.

RATIONALE

The following considerations were made in the development of the revised Civics syllabus:

- alignment of the content with the revised Civics and Moral Education (CME) primary and secondary syllabuses;
- provision of opportunities for students to learn the values and competencies outlined in the framework for Social and Emotional Learning (SEL);
- emerging trends and global developments that impact our society, such as changing family structures, globalisation, rapid advancements in technology and increasing economic competition.

GOALS

The thrust of the revised syllabus is to encourage students to lead in service by taking a proactive role in their interactions with the people and the environment they live in. The goals are:

- to equip our students with the attitudes/values, knowledge and skills that would enable them to make a difference through serving and contributing to the well-being of others;
- to develop our students as civic-conscious individuals who are concerned with issues affecting the community, nation and world, and who will take action to make a difference to the community they live in;
- to provide authentic learning opportunities for them to lead in service.

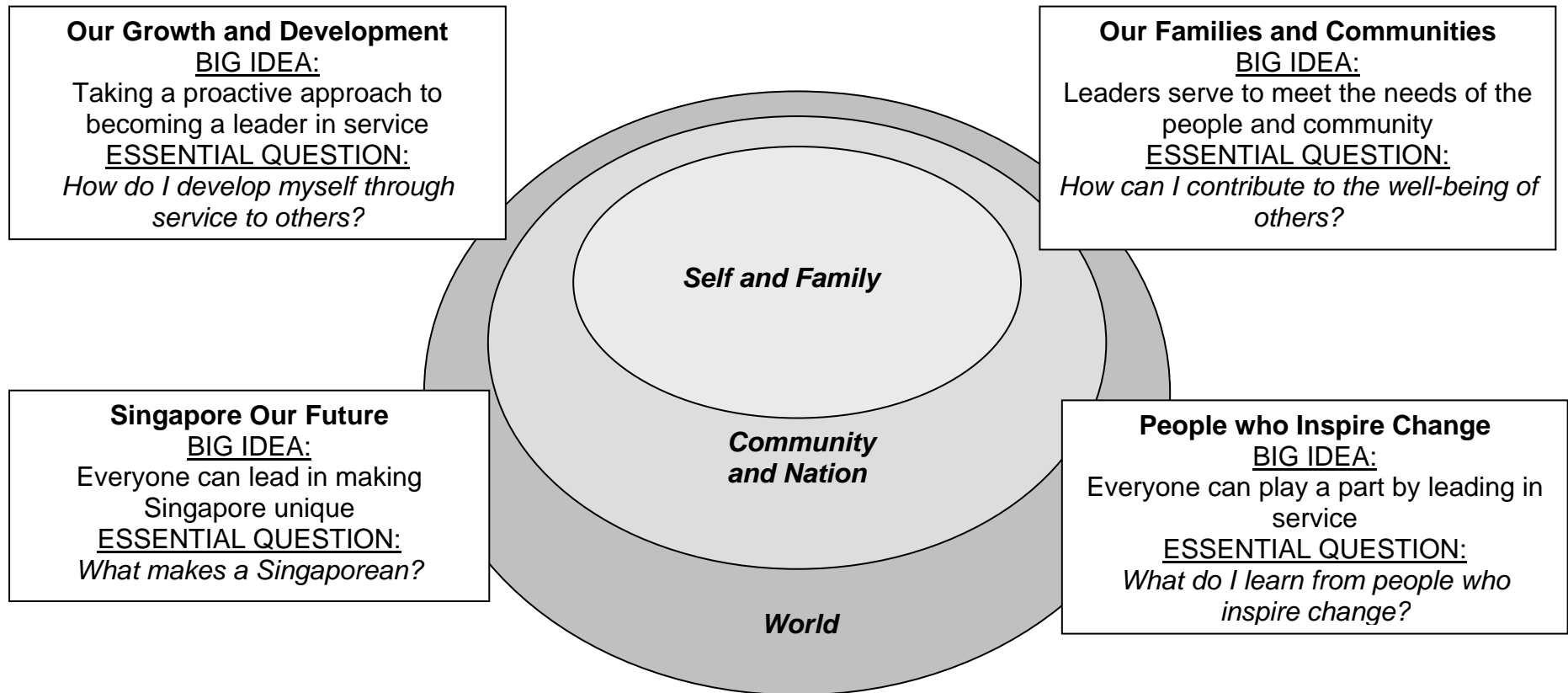
OVERVIEW

The syllabus framework has been developed based on Wiggins and McTighe's¹ model of backward curriculum design. Each component comprises a "big idea" which is an enduring concept or principle, and an "essential question", which is used to reveal the complexities and richness of the concept or principle. An overview of the revised syllabus is given on pg 2.

¹ Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. USA: Association for Supervision and Curriculum Development.

OVERVIEW OF THE PRE-UNIVERSITY CIVICS SYLLABUS

Theme: Making a Difference



FEATURES OF THE SYLLABUS

The syllabus is organised around the central theme of **Making a Difference** using 4 'big ideas' and 'essential questions' to help students explore the complexities and richness of the theme in an open-ended manner. A practical component has been included to provide opportunities for experiential learning where students can put into practise the values and competencies related to Social and Emotional Learning (SEL).

Our Growth and Development

Big Idea: *Taking a proactive approach to becoming a leader in service*

Essential Question: *How do I develop myself through service to others?*

The focus of this component is the development of a whole person which involves looking into the various aspects of the person in four main areas: intellectual, emotional, social and moral. It would require students to take a proactive approach to become active learners for life in order to maximise their potential. It also examines the importance of civil engagement as a way to gain deeper understanding of the challenges and needs of society as well as an opportunity to gain greater self awareness through the constructive actions of serving the community. This involves engaging in activities and discussions that help them to explore their strengths and weaknesses and discover their goals and aspirations.

Our Families and Communities

Big Idea: *Leaders serve to meet the needs of the people and community*

Essential Question: *How can I contribute to the well-being of others?*

This component examines the role family plays as a potentially powerful agent for political, economic, cultural and social change, as well as a vehicle for the care, protection and development of its members. At the same time, it also examines the role everyone plays in ensuring that our community grows in strength and cohesiveness. A practical component is added to help students connect thoughts and feelings in a deliberate way by creating a context in which they can explore the relationship between their academic learning, and their values and commitment to serve society. In this way, students can acquire and develop skills and attitudes that can deepen their understanding of and commitment to active citizenship through participation in community activities.

People who Inspire Change

Big Idea: *Everyone can play a part by leading in service*

Essential Question: *What can I learn from people who inspire change?*

The contribution of individuals is examined in this component. Whether they served as politicians, innovators, scientists,

thinkers, activists or social entrepreneurs, these individuals have impacted the world through their beliefs, actions, vision, commitment and/or service to others. In an increasingly globalised and integrated world, students would examine the need to think beyond our borders and consider how we can contribute to humanity and the betterment of the world we live in. A practical component is added to enable students to understand that they can play a role in contributing to the well-being of the world and to explore the different possibilities of reaching out and helping the needy beyond Singapore.

Singapore Our Future

Big Idea: *Everyone can lead in making Singapore unique*

Essential Question: *What makes a Singaporean?*

Different Singaporeans, past and present, have played a significant role in shaping the society Singapore is today. This component examines how these Singaporeans rallied together for their common goals displaying qualities like passion, responsibility, and perseverance with a firm belief in equality to build a multi-racial and meritocratic society. As Singapore grows into a cosmopolitan city that attracts people from all over the world, the presence of a diversity of people and talents can shape the nature of our society and its values. A key factor is in the forging of the Singapore identity that transcends ethno-cultural and/or socio-economic differences. This also includes the ability to appreciate commonalities and the common spaces shared. Students will have the

opportunity to reflect on what makes them Singaporean, and their own beliefs and values as Singaporeans.

TEACHING AND LEARNING APPROACH

The revised syllabus uses an inquiry-based approach and a range of discussion questions to achieve the following objectives:

- to enable students to learn more about the community they live in;
- to enable students to reflect on the meaning of service in leadership and recognise their roles in the community they live in;
- to enable teachers to provoke thinking and discussion among students, so that the delivery of the syllabus is student-centered.

Process-based approaches are also recommended to engage students in more meaningful learning through reflection and inquiry, and help them to internalise values of good leadership. The revised syllabus also comprises a practical component where students will be required to plan and carry out a service-learning project that meets the real needs of the community. To encourage students to take greater ownership of their own learning, students could maintain a Civics folio or journal of learning which serves as a record of their learning. This folio or journal could comprise information related to leadership and character development such as their reflections on assigned readings, class discussions, projects, and feedback from teachers and peers.

IMPLEMENTATION

The revised Civics syllabus is a 24-hour module to be spread over two years for JCs and three years for Millennia Institute. Schools have the autonomy and the flexibility to adapt the syllabus to create learning opportunities in the formal and non-formal curriculum according to their needs and resources. A resource pack is available to help teachers in the effective teaching of civics. This resource pack includes suggested teaching approaches, strategies, materials for classroom discussions and list of IT and media resources available to enhance students' learning.

EVALUATION

There is no formal assessment of content. Schools have the flexibility to decide how they want to monitor and evaluate their Civics programme according to the learning outcomes set in the area of student development. Due to the complex nature of character and leadership development, it is recommended that monitoring and evaluation tools used be broad-based and multi-dimensional. Some of the tools can include feedback from students and teachers, project/field work and reviewing of students' folio or journal of learning.

Our Growth and Development

Big Idea: Taking a proactive approach to becoming a leader in service

Essential Question: How do I develop myself through service to others?

Unit 1: Developing my potential

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • evaluate their strengths and weaknesses • appreciate the importance of developing their potential • understand and appreciate the importance of aligning their goals and aspirations with their values and societal values 	<p><u>Developing my potential</u> Developing a whole person involves looking into the various aspects of the person in four main areas: intellectual, emotional, social and moral. To be successful in the new millennium with its array of opportunities and challenges, we need to take a proactive approach to become active learners for life in order to maximise our potential. This involves engaging in activities and discussions that help us to explore our strengths and weaknesses and discover our goals and aspirations. While doing so, we develop our self-awareness and clarify our personal values which guide us in our decisions and development as individuals. In the process of clarifying our personal values, we also take into consideration the common good and societal well-being.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What are my strengths? How can I develop them? • What are my weaknesses? How can I overcome them? • What is my potential? How can I develop it? • What are my goals and aspirations? How can I maximise my potential to achieve them? • What values are important in life and why? 	<ul style="list-style-type: none"> • Commitment • Common good • Integrity • Openness • Resilience • Respect • Responsibility 	<p>DOE:</p> <ul style="list-style-type: none"> • Have a sound sense of social responsibility • Understand what it takes to inspire and motivate others • Have an entrepreneurial and creative spirit • Be able to think independently and creatively

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> • Are there similarities and/or differences between my values and societal values? What are they? • What are the implications of having similarities and/or differences between one's personal values and society's values? • Is it important to live our lives in accordance to positive values? Why? 		

Unit 2: Building civic consciousness

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand that civic consciousness is an important quality of character development • examine how serving others contributes to their personal growth • explain why civic consciousness is key to the development of a caring community 	<p><u>Civic consciousness as part of personal development</u></p> <p>Civic consciousness involves appreciating that we are a part of the larger community and have a role to play towards contributing to its well-being. This contribution, known as civic engagement, includes a variety of activities such as community volunteerism, and building and fostering family infrastructure to strengthen the family in our society. Through civic engagement, we act on challenges that affect the interests and well-being of the community by interacting, learning and growing with each other. In this way, we build a community that is more than the sum of its parts. At the same time, we can explore, reflect and deepen our understanding of the challenges faced by our community and build commitment through our participation in community activities.</p>	<ul style="list-style-type: none"> • Care • Commitment • Common good • Empathy • Harmony • Integrity • Respect • Responsibility 	<p>DOE:</p> <ul style="list-style-type: none"> • Have a sound sense of social responsibility • Understand what it takes to motivate and inspire others <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Strong families: Our foundation and our future • The Singapore Heartbeat

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>At the individual level, we become better equipped with skills and attitudes that help us in our development as a person. Through constructive actions, we broaden our perspective and deepen our understanding of the needs of the people around us.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What is civic consciousness and what does it involve? • Why is civic consciousness important for building a caring and inclusive community? • Am I a civic conscious person? How do I know? • What are the skills and attitudes I can learn or develop when I am involved in activities that contribute to the well-being of the community? • How do these skills and attitudes help me develop as a person? • How does one develop leadership through serving others? 		<ul style="list-style-type: none"> • Active citizens: Making a difference to society

Our Families and Community

Big Idea: Leaders serve to meet the needs of the people and community

Essential Question: How can I contribute to the well-being of others?

Unit 1: My family

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • appreciate the uniqueness of their family and its members • understand the need for family members to be committed to each other • realise that they play a role in contributing to the well-being of their family • recognise that the family has a role to play in the well-being of the community 	<p><u>How can I contribute to the well-being of my family?</u></p> <p>The family is viewed as a fundamental social unit of society that plays an essential role in fulfilling the emotional, physical and social needs of individuals. The family can be regarded as a potentially powerful agent for political, economic, cultural and social change, as well as a vehicle for the care, protection and development of its members. It can be said that the family plays an important role in nation-building as it lays the foundation of the nation and shapes the destiny of its people.</p> <p>We have heard much about the importance of the family and how challenges and demands in the modern society are leading to the increasing breakdown of family life. It seems that more and more families have difficulty coping with these challenges and balancing the competing demands. Consequently, there are more conflicts within families. Thus, there is a need to ensure that our youth develop commitment and resilience in building good relationships within the family. They also need to develop positive attitudes towards marriage and starting their own families in the future.</p>	<ul style="list-style-type: none"> • Singapore Family Values <ul style="list-style-type: none"> - love, care and concern - mutual respect - filial responsibility - commitment - communication 	<p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat • Active citizens: Making a difference to society

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why is the family considered as a fundamental social unit of society? • How does the family play a role in shaping the youths of tomorrow? • What are the challenges and pressures faced by families in our modern society? • How do social trends such as dual income families and increasing divorce rates, etc. impact society? • What can be done to strengthen the family structure in our society? • How can I help contribute to the well-being of my family? 		

Unit 2: Knowing my community

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand and appreciate the concept of community • identify the needs and aspirations of the community • explore the different ways of meeting the needs and aspirations of the 	<p><u>Who is my community?</u></p> <p>A community is anchored in place and time, and is forged by common ties and social interaction among people. Our community grows in strength and cohesiveness when we are willing and able to serve and care for one another. Our community is also the source of our sense of identity and belonging, as well as strength and support especially during times of crises. For example, when the Severe Acute Respiratory Syndrome (SARS) epidemic struck Singapore in 2003. For our community to remain cohesive, we need to be passionate about wanting to</p>	<ul style="list-style-type: none"> • Our Shared Values <ul style="list-style-type: none"> - Nation before Community and Society before Self - Family as the basic unit of society 	<p>DOE:</p> <ul style="list-style-type: none"> • Be resilient and resolute • Have a sound sense of social responsibility • Understand what it takes to inspire and motivate others

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>community and examine the challenges faced</p>	<p>contribute to its well-being by engaging in acts that will help to alleviate the pain and suffering of the weak or disadvantaged.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What is a community? • Who are the people who make up my community? • How is the sense of belonging and identity forged within the community you live in? • In what ways have I benefited from the contributions of the other members in my community? • What can I do to support my community now and in the future? <p><u>What are the needs and aspirations of my community?</u></p> <p>The needs and aspirations of our community are multifaceted and differ among groups e.g. families, youth, working adults, the elderly, the needy, the sick, people with disabilities, ex-offenders, etc. The community's needs and aspirations are, to a large extent, influenced directly or indirectly by socio-economic factors and trends occurring within Singapore and beyond. Some of these are:</p> <ul style="list-style-type: none"> - rising standards of living and expectations - widening income gap and its implications, e.g. social stratification - changing work environment, e.g. loss of employment due to systemic re-structuring - a rapidly ageing population coupled with a falling national birth rate 	<ul style="list-style-type: none"> - Community support and respect for the individual - Consensus, not conflict - Racial and religious harmony 	<ul style="list-style-type: none"> • Understand what it takes to lead Singapore <p>NE:</p> <ul style="list-style-type: none"> • We must uphold meritocracy and incorruptibility • Singapore is our homeland: This is where I belong • No one owes Singapore a living <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat • Active citizens: Making a difference to society

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> - globalisation and its impact on the social and economic landscape - an increasingly competitive, self-centred and consumerist culture - technological advancement and its impact on society, e.g. challenges posed by the Internet, ethical issues in the Life Sciences - global threats, e.g. terrorism, cross-boundary transmission of life-threatening communicable diseases <p>We can play a part in responding to the needs and aspirations of our community. Some ways are:</p> <ul style="list-style-type: none"> - promoting a more gracious, caring and inclusive society - re-defining the meaning of success by acknowledging non-academic achievements like the arts and sports - promoting public education on various issues, e.g. responsible use of the Internet, knowledge of financial planning and management - promoting a mindset of risk-taking, and innovation and enterprise (I&E) <p>Although it may not be always possible to fulfill all needs and aspirations, we can serve the needs of our community by volunteering our services or contributing to charitable causes. There are also organisations where members get together to work for the betterment of society. These organisations serve the various needs of society and seek to make it a better place for everyone.</p>		

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Some of these organisations include voluntary welfare organisations (VWOs), community-based organisations (CBOs) and grassroots organisations.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What are some recent developments that have had an impact on our community? What caused them and how did we react? • Why is it important to promote community bonding? • What are some ways of strengthening community bonding? • What are my family's and personal views about contributing to the community? • How can my family help to strengthen community bonding? • What role can a government play in contributing to the well-being of the community? • How can different community-based organisations help to supplement the government's role in contributing to the well-being of the community? • What challenges do policy-makers have to take into consideration when making decisions that impact the people? 		

Unit 3: Volunteerism

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • appreciate the spirit and purpose of volunteerism • explain how volunteerism contributes to community bonding 	<p><u>What is volunteerism?</u> Volunteerism is the practice of offering one's time and effort for the well-being of others. When individuals from different walks of life get together for a charitable cause, a sense of camaraderie develops which helps to strengthen community bonding, and builds a caring and gracious society. A community that bonds and cares is a pillar for harmonious living.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why do some people volunteer to help others? • What key attributes would a volunteer have? • Who are some individuals you know or have read about, whose contributions have helped to improve the community they live in? • How has volunteerism benefited the individual, the community or the world community? <p><u>How does volunteerism contribute to community bonding?</u> It is commonly asserted that the moral test of a society is how it treats its weakest e.g. children, elderly, sick, needy and people with disabilities. It is thus important for us to volunteer because in helping others, we learn to empathise with the less privileged in our society and help make our society more caring and inclusive. In the process, we internalise values such as care, respect and responsibility, which benefit our personal development as individuals and citizens.</p>	<ul style="list-style-type: none"> • Altruism • Care • Empathy • Harmony • Humility • Respect • Responsibility • Service 	<p>DOE:</p> <ul style="list-style-type: none"> • Have a sound sense of social responsibility • Understand what it takes to motivate and inspire others • Strive for excellence <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • The Singapore Heartbeat • Active citizens: Making a difference to society

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why do we need to contribute to society as volunteers? • How does volunteerism contribute to community bonding? • How can we encourage more volunteerism in our community? 		

Unit 4: Making a difference in my community (includes a practical component)

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore the different ways of making a difference in their community • initiate a community action project 	<p><u>How can I make a difference in my community?</u></p> <p>We can make a difference in our community by believing that serving others and being committed to the community is a worthy cause. Besides our home and school, we can take the lead in serving our community by volunteering for charitable causes, by initiating projects in aid of the needy or less fortunate, or by promoting environmental conservation. We can also volunteer our services to community-based organisations and work with like-minded individuals to make the society a better place.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why is it important to believe that we can make a difference no matter how small a role we play? • How can I contribute to the well-being of my community? 	<ul style="list-style-type: none"> • Service to others • Resourcefulness • Our Shared Values <ul style="list-style-type: none"> - Nation before Community and Society before Self - Family as the basic unit of society - Community support and respect for the individual 	<p>DOE:</p> <ul style="list-style-type: none"> • Be resilient and resolute • Have a sound sense of social responsibility • Understand what it takes to inspire and motivate others • Understand what it takes to lead Singapore

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> • What are community-based organisations? How do they contribute to the well-being of the community? • What does it mean to “lead in service”? <p><u>Practical Component: Community Action Project</u> <i>Service-Learning, defined as an academic study closely tied to community service through structured reflection, is a particularly important approach for promoting civic responsibility. It helps students connect thought and feeling in a deliberate way by creating a context in which students can explore how they feel about what they are thinking and what they think about how they feel. Through the guided reflection, students are given opportunities to explore the relationship between their academic learning, and their values and commitment to serve society.</i></p> <p><i>Students can be encouraged to initiate a project that would benefit the needs of an immediate community, e.g. the elderly destitute. In this way, they can build a sense of ownership and empowerment as they plan, implement and evaluate the effectiveness of their projects. By reflecting on the learning points of the project through journals or portfolios, students acquire and develop skills attitudes that can deepen their understanding of and commitment to active citizenship through participation in community activities.</i></p> <p><i>After the project is completed, students can be asked to share their project and the learning points with their classmates at a school assembly or through an exhibition.</i></p>	<ul style="list-style-type: none"> - Consensus, not conflict - Racial and religious harmony 	<p>NE:</p> <ul style="list-style-type: none"> • Singapore is our homeland: This is where I belong <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat • Active citizens: Making a difference to society

People who Inspire Change

Big Idea: Every one can play a part by leading in service

Essential Question: What do I learn from people who inspire change?

Unit 1: Learning from those who inspire change

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> identify people who have made changes to the community/ society/world they live in explain the qualities of these people evaluate the impact of their acts on the community/ society/ world 	<p><u>People who make a difference</u></p> <p>There are individuals whose contributions have benefited the world. Whether they served as politicians, innovators, scientists, thinkers, activists or social entrepreneurs, they have impacted the world through their beliefs, actions, vision, commitment and/or service to others.</p> <p>Some people make a difference within the community by working for the common good. They do so because they identify with the needs of the community. Sometimes, they spend a lifetime working to achieve their goals of making a difference in their community. Occasionally, the changes they make can result in an impact bigger than they had imagined or predicted. For example, Gandhi's belief in non-violent resistance not only inspired the people in his nation, but many others world-wide who followed his example. In view of the violence we see around us everyday, Gandhi's message continues to strike a chord with many people around the world.</p> <p>There are also those who made a difference by achieving excellence in their fields. Their work either changed the</p>	<ul style="list-style-type: none"> Being visionary Civic-consciousness Commitment Humility Integrity Perseverance Resourcefulness Service 	<p>DOE:</p> <ul style="list-style-type: none"> Be resilient and resolute Have a sound sense of social responsibility Understand what it takes to inspire and motivate others Understand what it takes to lead Singapore <p>NE:</p> <ul style="list-style-type: none"> We must uphold meritocracy and incorruptibility Singapore is our homeland: This is where I belong No one owes

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>way people live, the way they think, or their dedication and determination inspire people. For example, Pele's achievements in soccer, despite his poor background, inspired many. Upon his retirement, he continued to work ceaselessly to promote the sport and did extensive work on children's causes through UNICEF. However, there are those who effect changes that may be controversial. For example, Hitler's attempt to change the German community resulted in military conflicts and genocide which caused great misery and horror in the history of mankind.</p> <p>In our society, there are many who have made contributions for the good of the community. Some of them take on leadership roles in various fields. Others contribute in their own ways within their families or communities they live in. Some are recognised for their good work but often many go unnoticed except for the people whom they have touched. Nonetheless, these are still people who make a difference in whatever areas they choose to serve in and our society is enriched because of their good work.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Who are some people who have shaped human history in the way they impacted the world? • In what ways did they impact the world? How does history judge the way they impacted the world? • What are the qualities they demonstrated and what do you admire and dislike most about these qualities? 		<p>Singapore a living We have confidence in our future</p> <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> Who are the people who inspire you? Why do you admire them? What can you learn from them? How have these people demonstrated leadership? 		

Unit 2: Making a difference beyond our borders (includes a practical component)

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> explain the reasons for a need to be engaged in issues of global concern examine the key contemporary issues of global concern explore how they can contribute to the betterment of the world 	<p><u>Developments beyond our borders</u></p> <p>With advancements in technology and communication, our world is rapidly shaped by the forces of globalisation. The impact of these changes means that individuals and nations are no longer isolated, but are closely connected. An example of such connectedness is how the appalling impact of the tsunami disaster on 26 Dec 2004 was communicated rapidly around the world, which led to a global mobilisation of aid for the affected countries within days. This event demonstrated that we are not living just as citizens of Singapore but are also members of a wider community—the world. As such we all have a stake in understanding and perhaps, shaping the global developments as we are being shaped by them.</p> <p>Some of the global issues that affect us include:</p> <ul style="list-style-type: none"> terrorism natural calamities environmental issues, e.g. global warming and depletion of natural resources economic competition ethical issues related to technological advancements, 	<ul style="list-style-type: none"> Altruism Being visionary Commitment Creativity Empathy Foresight Humility Integrity Our Shared Values Passion Perseverance Responsibility Resourcefulness Service to the people 	<p>DOE:</p> <ul style="list-style-type: none"> Be resilient and resolute Have a sound sense of social responsibility Understand what it takes to inspire and motivate others <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> Every Singaporean matters Opportunities for all Strong families: Our foundation

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>e.g. therapeutic cloning and stem-cell research</p> <ul style="list-style-type: none"> - healthcare concerns. e.g. Acquired Immune Deficiency Syndrome (AIDs), avian or bird flu (H5N1), Severe Acute Respiratory Syndrome (SARS) <p>As responsible global citizens, we need to think beyond our borders and consider how we can contribute to humanity and the betterment of the world we live in. Some ways of contributing include:</p> <ul style="list-style-type: none"> - engaging in global issues of concern by being aware and supporting causes that seek to address these issues - advocating environmental protection - promoting friendship and understanding with citizens of other countries; - volunteering for activities that promote international goodwill, e.g. Youth Expedition Programme, Singapore Volunteer Overseas Programme, overseas Community Involvement Programmes - contributing to humanitarian causes spearheaded by international agencies <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why should I be concerned about developments around the world? • What is responsible global citizenship? • What are the local, regional and global organisations that aim to contribute to the well-being of the region or the world? • How do they promote their cause? Do the ends justify the means? 		<p>and our future</p> <ul style="list-style-type: none"> • The Singapore Heartbeat

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> • How can I contribute to the well-being of the region and the world? <p><u>Research Component: Overseas Community Action Project</u></p> <p><i>Students can be asked to research on the different types of overseas community action projects that were undertaken by youth from Singapore and other countries. The aim of this assignment is to enable them to understand that they can play a role in contributing to the well-being of the world and to explore the different possibilities of reaching out and helping the needy beyond Singapore.</i></p> <p><i>Based on their research and adopting the Service-Learning approach, students will propose an innovative and meaningful project, taking into consideration the needs of the community for which the project is targeted at, and factors such as funding, logistics and overseas contacts.</i></p> <p><i>Students' proposals could be assessed based on criteria such as:</i></p> <ul style="list-style-type: none"> - <i>Project feasibility</i> - <i>Learning outcomes and processes</i> - <i>Knowledge and skills learnt</i> - <i>Funding and cost effectiveness</i> - <i>Benefits of project</i> 		

Singapore Our Future

Big Idea: Everyone can lead in making Singapore unique

Essential Question: What makes a Singaporean?

Unit 1: How do you construct a Singaporean?

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the challenges confronting Singapore • examine the different ways of responding to these challenges • appreciate the different roles Singaporeans can play in meeting the challenges 	<p><u>The making of a Singaporean</u></p> <p>As a small country situated in a geo-political environment that is vulnerable to forces of change, our nation has to be adaptable and responsive to these changes. While we have done well in the past in improving the lives of Singaporeans, there is an increasing desire among many Singaporeans to build a caring, gracious and inclusive society which is open to ideas and has a broader definition of success.</p> <p>We can be engaged in the shaping of Singapore's future in many areas. These include:</p> <ul style="list-style-type: none"> • participating in civic activities like volunteerism, and sharing ideas and suggestions or participating in feedback sessions • expanding and maintaining the common space among the different racial groups • promoting a way of life that strengthens family ties • narrowing the gaps within society, such as the socio-economic divide 	<ul style="list-style-type: none"> • Civic-consciousness • Commitment • Compassion • Determination • Openness • Passion • Resourcefulness • Respect • Service 	<p>DOE</p> <ul style="list-style-type: none"> • Have a sound sense of social responsibility • Be able to think independently and creatively • Have an entrepreneurial and creative spirit • Strive for excellence • Have a zest for life <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Through these activities, we foster a deeper sense of belonging to Singapore and strengthen community bonds. At the same time, we ensure that everyone has an opportunity to maximise their potential and contribute to the building of our home — Singapore.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What is our Singapore culture? • How is the Singapore identity forged by our participation in civic activities? • What is common space? Why is it important for Singapore to have common spaces? • What are some of the challenges faced by Singapore? How can we overcome these challenges? 		<ul style="list-style-type: none"> • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat

Unit 2: My Singapore

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
<p>Students will be able to:</p> <ul style="list-style-type: none"> • appreciate the role of those who contribute to Singapore's development • explore their role in contributing to Singapore's development 	<p><u>People who make a difference in Singapore</u></p> <p>As a young nation, Singapore has grown to become a vibrant city-state. The success we experience today would not be possible if not for the vision, hard work, and commitment of the first generation of Singaporeans. Together with their leaders, they rallied together for their common goals displaying qualities like passion, responsibility, perseverance with a firm belief in equality to build a multi-racial and meritocratic society.</p>	<ul style="list-style-type: none"> • Being visionary • Commitment • Determination • Our Shared Values • Optimism • Resilience • Responsibility • Risk-taking 	<p>DOE:</p> <ul style="list-style-type: none"> • Be resilient and resolute • Have a sound sense of social responsibility • Understand what it takes to inspire and motivate others

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Many of the first generation Singaporeans played a vital role in shaping the society we are in today. In the different fields they were in, they contributed to building a society that makes racial equality and harmony the key tenets of our nation. Many took on leadership positions in their fields and made a difference. Those who were successful worked to look after the needs of those in the community. One example is Lee Kong Chian, a prominent business leader who was also famous for his contributions to education. Today, the Lee Foundation continues his vision by offering monetary support in various educational causes.</p> <p>Many Singaporeans continue to build Singapore today in their various areas of influence. Some take a keen interest in the needs and concerns of the Singapore society. Others contribute to Singapore through their achievements locally or in the global arena. As Singapore grows and becomes a cosmopolitan city attracting people from all over, everyone in Singapore plays a role shaping the culture and values of this island-state. These are people who in their own ways contribute in the capacity of the roles they play as citizens and parents, and in the different vocations they are in.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Who are some people who make a difference in Singapore? • In what ways did they make a difference? What are the challenges they faced and the qualities they demonstrated? 		<ul style="list-style-type: none"> • Understand what it takes to lead Singapore <p>NE:</p> <ul style="list-style-type: none"> • We must uphold meritocracy and incorruptibility • Singapore is our homeland: This is where I belong • No one owes Singapore a living. We have confidence in our future <p>Singapore 21 Vision:</p> <ul style="list-style-type: none"> • Every Singaporean matters • Opportunities for all • Strong families: Our foundation and our future • The Singapore Heartbeat

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<ul style="list-style-type: none"> • How are these qualities linked to leadership in the community? <p><u>My role in making a difference in Singapore</u> With improvement in technology and communication, it is easy to uproot and move to another place. As Singapore grows into a cosmopolitan city that attracts people from all over the world, the presence of diversity of people and talents can shape the nature of the society and its values. For a country with people as its key resource, our youth have an important role to play in the shaping of the values our society represents.</p> <p>A key factor is in the forging of the Singapore identity that transcends ethno-cultural and/or socio-economic differences. This identity is defined by our common vision of Singapore as a place we call home. It also includes the ability to appreciate commonalities and the common spaces we share.</p> <p>Our hopes and aspirations rest with the future destiny of Singapore and everyone has a role to play in shaping that destiny. We celebrate our successes and rally together in times of crisis as we forge our bonds with each other and with Singapore. We need to actively seek new ways and opportunities to build and strengthen the ties within our society. As these ties take time to build up, it is an on-going process requiring effort, understanding, patience and perseverance.</p>		

Learning Outcomes	Scope of Content and Unit Questions	Values/ Attitudes/ Qualities	Related Messages
	<p>Some ways that our youth can contribute in shaping Singapore's future are:</p> <ul style="list-style-type: none"> - appreciating the commonalities among the diverse groups and the common space shared by all Singaporeans - developing an interest in national issues e.g. participating in feedback sessions to provide their views on key issues - volunteering for worthwhile causes, both local and overseas - having an attitude of commitment, perseverance and excellence towards both work and play <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • What are some of the common hopes and aspirations that Singaporean youth share? • What inspires our youth to contribute to shaping Singapore's future? How can we help to achieve some of these aspirations? 		